Scale A Teacher - Job Description and Performance Agreement

Name: **Position:** **Tenure:** **Hours:** **Grade:**

Purpose:
Tasman School teachers create inclusive, high-expectation learning environments where every ākonga experiences success and belonging.

Each teacher engages in continuous inquiry and reflection to improve outcomes for all ākonga and contributes to our collective growth as a professional learning community.

Accountability:
All staff are directly responsible to the principal, who in turn is accountable to the board for the performance of all staff.

Extent of Authority:
Act lawfully and ethically while upholding:

- *Te Tiriti o Waitangi partnership obligations*
- *Tasman School curriculum plans, strategic plan, policies and procedures, and staff MATES agreement.*
- *Our Code | Our Standards (Teaching Council Aotearoa NZ)*
- *Any delegated duties as set out in the School's Schedule of Delegations*

Working Relationships:
All staff will:

- *Prioritise the wellbeing, belonging, and learning of all ākonga*
- *Model the school values —* ***Tū Tika – doing what is right, Tū Ngātahi – working together, and Tū Māia – being courageous.***
- *Maintain positive, respectful relationships with colleagues, whānau and learners*
- *Communicate clearly and constructively, upholding professionalism and trust*
- *Comply with the Health and Safety at Work Act 2015 and model safe work practices*
- *Contribute to a collegial, solutions-focused culture of growth and reflection*

Expectations for all staff - General		Review notes and self appraisal
1.0	Work cooperatively and supportively with all members of staff. **M/NM**	
1.1	Participate actively in school events, meetings and initiatives. **M/NM**	
1.2	Maintain confidentiality and comply with the Privacy Act. **M/NM**	
1.3	Engage in professional learning linked to agreed goals. **M/NM**	
1.4	Contribute to schoolwide development and strategic priorities. **M/NM**	
1.5	Foster professional relationships with parents and whānau. **M/NM**	
1.6	Promote and uphold the reputation of Tasman School. **M/NM**	
1.7	Undertake shared responsibilities that support daily operations. **M/NM**	
1.8	Model professionalism and adhere to school values and expectations. **M/NM**	
1.9	Work within established policies, procedures, and delegations. **M/NM**	
2.0	Undertake any reasonable request made by the principal. **M/NM**	

Expectations - Scale A Teacher	
The Values	
These values underpin *Our Code, Our Standards*. They define, inspire and guide us as teachers. *The Code applies to all certified teachers and those who have been granted a Limited Authority to Teach, in every role and teaching context. It is a set of aspirations for professional behaviour and not a list of punitive rules. We believe that it reflects the expectations society puts on our profession.*	
Whakamana	*Empowering all learners to reach their highest potential by providing high-quality teaching and leadership*
Manaakitanga	*Creating a welcoming, caring and creative learning environment that treats everyone with respect and dignity.*
Pono	*Showing integrity by acting in ways that are fair, honest, ethical and just.*
Whanaungatanga	*Engaging in positive and collaborative relationships with our learners, their families and whānau, our colleagues and the wider community.*

Our Code	
This Code has been developed with our profession for our profession. It reflects the expectations of conduct and integrity that we all share; what we expect of each other and what our learners, their families and whānau, their communities and the public can expect of us.	
1. Commitment to the teaching profession *I will maintain public trust and confidence in the teaching profession by:*	1. *demonstrating a commitment to providing high-quality and effective teaching* 2. *engaging in professional, respectful and collaborative relationships with colleagues* 3. *demonstrating a high standard of professional behaviour and integrity* 4. *demonstrating a commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in the learning environment* 5. *contributing to a professional culture that supports and upholds this Code.*
2. Commitment to learners *I will work in the best interests of learners by:*	1. *promoting the wellbeing of learners and protecting them from harm* 2. *engaging in ethical and professional relationships with learners that respect professional boundaries* 3. *respecting the diversity of the heritage, language, identity and culture of all learners* 4. *affirming Māori learners as tangata whenua and supporting their educational aspirations* 5. *promoting inclusive practices to support the needs and abilities of all learners* 6. *being fair and effectively managing my assumptions and personal beliefs.*

3. Commitment to families and whānau *I will respect the vital role my learners' families and whānau play in supporting their children's learning by:*	1. *engaging in relationships with families and whānau that are professional and respectful* 2. *engaging families and whānau in their children's learning* 3. *respecting the diversity of the heritage, language, identity and culture of families and whānau*
4. Commitment to society *I will respect my trusted role in society and the influence I have in shaping futures by:*	1. *promoting and protecting the principles of human rights, sustainability and social justice* 2. *demonstrating a commitment to a Tiriti o Waitangi based Aotearoa New Zealand* 3. *fostering learners to be active participants in community life and engaged in issues important to the wellbeing of society*
Our Standards	
The purposes of the standards for the teaching profession are to: ● *describe the essential professional knowledge in practice and professional relationships and values required for effective teaching* ● *promote high-quality teaching and leadership for all learners across all education settings* ● *set the standard expected for teachers to be issued with a practising certificate* ● *provide a framework to guide our career-long professional learning and development as a teacher* ● *promote the status of the teaching profession through making explicit the complex nature of teachers' work* ● *strengthen public confidence in the teaching profession*	
Standard 1: Te Tiriti o Waitangi partnership *Demonstrate commitment to tangata whenuatanga and Te Tiriti o Waitangi partnership in Aotearoa New Zealand.*	● *Understand and recognise the unique status of tangata whenua in Aotearoa New Zealand.* ● *Understand and acknowledge the histories, heritages, languages and cultures of partners of Te Tiriti o Waitangi.* ● *Design teaching and learning experiences that reflect Te Tiriti o Waitangi partnership in New Zealand including affirming for all learners the knowledge, identity, language and culture of te ao Māori and tangata whenuatanga.* ● *Practise and develop the use of te reo and tikanga Māori, including in support of positive engagement with Māori learners and their whānau and communities.*
Standard 2: Know the content and how to teach it *Understand how to design learning based on content, curriculum, and pedagogical knowledge.*	● *Demonstrate a developed understanding of the knowledge relevant to the content being taught.* ● *Know how to teach the mandated curriculum and its progressions in learning, effectively and in a way that supports every learner to succeed.* ● *Know how to apply research, evidence, and innovations related to pedagogy, inclusive teaching, and the teaching of particular content.* ● *Demonstrate understanding of oral language, literacy, and numeracy as foundational capabilities that are integrated throughout all learning areas and levels, and knowledge of relevant*

	evidence-informed teaching practices that are effective at fostering these proficiencies.
Standard 3: Know the learner and the learning process Understand the learning process and the diversity of learners' strengths, needs, languages, cultures, identities, and interests.	• *Demonstrate a developed knowledge and understanding of the cognitive, emotional, and social factors that affect how children and young people learn, and their application to teaching practice, informed by the science of learning.* • *Demonstrate understanding of the diverse needs of learners - including those associated with neurodivergence, disabilities, and trauma – and of the learning strategies that can support them, while being willing to seek specialist support where needed.* • *Demonstrate an understanding of how to richly contextualise teaching and learning experiences to learners' culture, backgrounds, and interests to bring the curriculum to life and help them progress their learning.* • *Critically examine how one's own assumptions and beliefs, including cultural beliefs, impact on one's practice, and on the achievement of learners including those with different abilities and needs, backgrounds, genders, identities, languages, and cultures.*
Standard 4: Plan for and implement effective teaching and learning *Plan for learning, teach, and respond to learners during teaching to progress their learning at an appropriate depth and pace.*	• *Set high expectations for the learning outcomes of every learner.* • *Use a mixture of forward planning and planning in action to ensure that the curriculum is enacted in an intentional way for each learner.* • *Teach in ways that ensure sufficient progress for the diverse range of learners, providing additional support or extension when needed.* • *Make use of a range of evidence-informed teaching strategies, approaches, and learning activities and use them adaptively in response to the needs of individuals and groups of learners.* • *Enable learners to be active participants in their learning, so that they are well placed to develop self-regulation, agency, collaborative capabilities, self-reflection, and critical thinking.* • *Specifically support the educational aspirations for Māori learners, taking shared responsibility for these learners to achieve educational success as Māori.*
Standard 5: Create and maintain supportive and safe learning environments *Develop a culture where learners feel safe, have their needs met, and are focussed on learning, with appropriate use of equipment and technologies.*	• *Build genuine, respectful relationships with and among learners so that all learners feel their identities, languages, cultures, and abilities are valued and respected, fostering trust, cooperation, and confidence to participate fully in learning* • *Establish workable routines and learning environments that support different physical, social, emotional, and intellectual development needs to ensure access to learning for all.* • *Develop a shared understanding of positive behaviour, with clear boundaries and a framework for effectively responding to challenging behaviour, including a range of preventative and restorative approaches.* • *Have strategies in place for any equipment and technologies utilised, including digital devices and artificial intelligence, to be used safely, responsibly, ethically, and in ways that contribute positively to teaching and learning.*

Standard 6: Assess, provide feedback, and report on learning *Use regular and consistent assessment to inform teaching and share information on learner progress.*	• *Make effective and regular use of high-quality assessment and/or aromatawai practices to gather, analyse, and use appropriate information about the pace of learners' progress.* • *Use information on learner progress, in relation to goals or outcomes that have been identified, to design clear next steps in learning and identify additional support, extension, or adaptations to teaching practice that may be required.* • *Ensure learners (and/or their parents/caregivers and whānau, as appropriate) receive and understand ongoing feedback about their progress, and use this information to enhance their engagement with learning.* • *Communicate clear and accurate information to parents/caregivers and whānau that identifies progress, strengths, and areas for development.*
Standard 7: Engage in professional learning *Improve professional capability through evidence-based reflection, professional learning, and engagement with colleagues.*	• *Reflect on the effectiveness of practice in an ongoing way to ensure a cycle of improvement and development, informed by evidence from a range of sources including learner perspectives.* • *Participate in professional learning, targeted to identified professional needs and school/service/system priorities, and adaptively apply this learning in practice.* • *Invite and respond to feedback from colleagues and other education professionals, collaborate to address challenges, and engage in learning-focused collegial discussions or networks.*
Standard 8: Engage in productive professional relationships *Work constructively with colleagues, parents/caregivers, and the community to support the learning and wellbeing of each learner.*	• *Build positive, respectful, and culturally appropriate relationships with parents/caregivers and whānau focussed on the learning, engagement, and wellbeing of learners.* • *Collaborate reciprocally with leaders, teachers, and other colleagues, and engage professionally with external agencies and the wider community, to meet the needs of each learner.* • *Work collegially to support ongoing improvement to organisational culture and practice, showing leadership particularly in areas of responsibility or expertise.* • *Use clear, open, and professional oral and written communication that assists everyone to play their part in supporting learning and wellbeing.*

Terms of Agreement
The term of this agreement shall be in effect immediately and review annually.

Agreement
This agreement was made between the Principal and employee in October 2025

Principal: _____

Employee: _____

Annual Goals & Performance Review

Professional Goals (Term 1)

Goal	Actions	Outcomes	Resources	Evaluation

Self Reflection/Next Steps (Term 4)

Principals Comments (Term 4)

Appreciative Feedback:

Stretch Feedback:

Evaluative Feedback:

Conclusion:

Staff Member: _____

Principal: _____

Date: _____

Annual Attestation Statement

I attest that the above-named teacher:

- Meets all of the Standards for the Teaching Profession, demonstrating the professional knowledge, practice, values, and relationships expected of a fully certificated teacher in Aotearoa New Zealand.
- Has engaged in an ongoing and reflective Professional Growth Cycle (PGC) that promotes continuous improvement and supports learner outcomes.
- Demonstrates conduct consistent with the Code of Professional Responsibility, upholding high standards of ethics and professionalism.
  Has undertaken sufficient recent teaching service to meet the Teaching Council's practising certificate requirements.
- Based on the evidence gathered through the Professional Growth Cycle, classroom observations, professional discussions, and reflections, I confirm that this teacher is meeting the expectations of the Teaching Council of Aotearoa New Zealand.

Principal's Declaration

I attest that:
#Name meets all the Standards for the Teaching Profession and has participated in a professional growth cycle consistent with the expectations of the Teaching Council of Aotearoa New Zealand.

Signed:

Date: